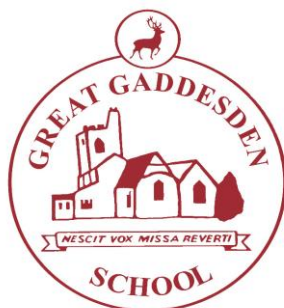


Great Gaddesden C.E. (VA) Primary School



Behaviour Policy

Written September 2010

Ratified: 15 November 2010

Reviewed: June 2013

Reviewed: November 2014

Reviewed: February 2016

Reviewed: November 2016

Reviewed: September 2018

1. INTRODUCTION

This policy should be read in conjunction with

- *the school's Anti-Bullying Policy;*
- *the school's Home–School Agreement;*
- *the school's Pupil Attendance and Punctuality Policy;*
- *the school's Restrictive Physical Intervention Policy;*
- *the school's Safeguarding and Child Protection Policy;*
- *the school's Teaching and Learning Policy.*

2. PHILOSOPHY, VALUES AND AIMS

The staff and governors at Great Gaddesden C.E.(VA) Primary School are committed to creating a Christian learning community where all adults and children feel welcome, valued, safe and able to work well. In order to fulfil this vision – as well as complying with local and national requirements relating to safeguarding and child protection – pupils are taught to show respect for themselves and other people, and to care for animals, the environment and property.

We are fully committed to our vision:

“Working together, we develop the self-belief to conquer new challenges and achieve excellence in a happy, safe and caring environment.

We inspire one another to be the best that we can be, providing the children of Great Gaddesden School with the Christian values to be confident, respectful and successful citizens of the future.”

Good behaviour allows learning to take place and raises achievement for all pupils. An orderly environment where there is good behaviour also encourages better pupil punctuality and attendance.

Schools play a vital part in promoting the spiritual, cultural, mental and physical development of young people. The ethos of the school should include a clear vision of the values, which matter within the school and in the community round it ... Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere, effective teaching and learning cannot take place.

(DfE Circular 8/94, 1–4)

At Great Gaddesden C.E.(VA) Primary School we:

- encourage pupil punctuality and attendance.
- promote high standards of pupil behaviour and have a zero tolerance approach to bullying (see our *Anti-Bullying Policy* for details).
- promote high standards of teaching – so that all lessons are well planned, appropriately resourced, exciting and engaging for all pupils (see our *Teaching and Learning Policy* for details).
- provide a safe, calm, caring, purposeful, well-ordered, happy learning environment for all pupils in school.
- present a clear and acceptable view of what is right and wrong and what kind of behaviour is expected.
- promote and ensure respect for others.
- foster the basic virtues of honesty, trust, fairness and politeness.
- develop the importance of self-discipline, self-respect and self-esteem.
- encourage tolerance and compassion.
- appreciate the needs of others and the wider community.

- promote respect for property and the environment.

3. RIGHTS

At Great Gaddesden C.E.(VA) Primary School everybody is entitled to the following rights in order to ensure quality teaching and learning. To:

- be safe and feel safe.
- be treated with respect and fairness.
- to communicate and be listened to.
- learn without interruption.
- use and share equipment within the school environment as appropriate to their age and needs.

4. ROLES AND RESPONSIBILITIES

4.1 Pupils

- To be guided by our Christian values
- To adhere to the Home–School Agreement.
- To be honest, trustworthy, fair and polite.
- To listen to others and pay attention in class.
- To work to the best of their abilities and allow others to do the same.
- To treat others with respect both in the classroom and on the playground.
- To take care of the school property and environment
- To cooperate with other pupils and with adults
- To follow adult instructions.
- To understand that they are responsible for their own actions.
- To be courteous to everyone.

4.2 Parents/carers

- To sign and adhere to the Home–School Agreement.
- To be guided by our Christian values
- To make pupils aware of appropriate behaviour in all situations.
- To encourage self-discipline and independence.
- To show an interest and fully support all that their child does at school.
- To foster positive relationships with the school.
- To support staff with the implementation of this Behaviour Policy.
- To be aware of the school's rules and expectations.
- To treat everybody in our school community with respect and consideration.
- To reinforce appropriate behaviour in line with school rules, before and after school.

4.3 Staff

- To be guided by our Christian values
- To treat all pupils fairly and with respect.
- To raise pupils' self-esteem.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To be "firm but fair" – enforcing rules and using sanctions clearly and consistently.
- To set a good example.
- To form positive relationships with parents/carers so that all pupils can see that the key adults in their life share a common aim.
- To recognise that each pupil is an individual.
- To be aware of pupil's needs.
- To communicate appropriately to pupils with respect for their age and emotional development.

The school expects parents/carers to give their full support in dealing with unacceptable behaviour from their child and to keep the school fully informed of behaviour difficulties they may be experiencing at home or a change in personal circumstances, which could affect their child's education/behaviour. In turn the school will involve the parents/carers at an early stage in any disciplinary problems, which occur at school.

5. HOW DO WE ENCOURAGE GOOD BEHAVIOUR?

Positive behaviour is rewarded and celebrated and pupils are encouraged to take responsibility for their actions. Behaviour that is not acceptable to others is corrected as appropriately, making clear to pupils that it is the behaviour that is being criticised and not the child as a person.

At Great Gaddesden C.E.(VA) Primary School we:

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- To be guided by our Christian values
- set clear expectations for good behaviour in the Home–School Agreement.
- promote mutual respect across all age groups.
- encourage pupils to take responsibility for their own actions and behaviour.
- praise and celebrate good behaviour.
- use PSHE lessons to support behaviour, resolve problems and build self-esteem (see 8, below).
- encourage class-based + whole school incentives and rewards, e.g. stickers, marbles
- use 'Blue Sky Play-Time' to celebrate excellent behaviour and attitude to learning (children progress from 'Sunshine', 'Over the Rainbow' and for exceptional behaviour 'Pot of Gold' which is celebrated with a post-card home to parents.)

In addition, the following strategies are employed by staff to ensure that pupils are able to be as successful as possible:

5.1. Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, later. Avoid telling a child off from across the classroom.

5.2 Give them a choice

Children will be given Choice when possible. This can be as simple as deciding which activity they want to do first.

5.3. Being consistent

Staff will act consistently and reliably, to support the children in feeling safe.

5.4. Model desired behaviour

Adults will model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably

5.5. Scan the classroom

Teachers will position themselves to ensure that they see what is going on and to scan the room. Teachers will pre-empt unwanted behaviour.

5.6. Listen to children

Staff will listen to children and make them feel valued.

Staff will follow up concerns raised and complaints made, even if you need to say that you will deal with it later.

5.7 Catch them being good

6. WHAT HAPPENS IF CHILDREN MISBEHAVE?

6.1

The child is given a quiet reminder of behaviour expectation. If no improvement, pupils are given a warning and reminded about the school's Behaviour code. Should the pupil still not rectify their behaviour, they will be moved down the class behaviour chart.

6.2

The school's sanctions are clearly set out in the school's Behaviour Code. There are five stages and pupils are made clear on the consequences of each type of behaviour. Wherever possible, children will be given a reminder about their behaviour and then a warning before any consequences are put into place. The Behaviour Code gives examples of the consequences for each stage of the Behaviour Code. Every individual case is looked at on its merits and contexts.

Stage	Behaviour	Consequence
Stage 1	If you choose to: <ul style="list-style-type: none">• Be rude to anyone.• Disturb others during teaching and learning time• Call out or make silly noises.• Push in line.	You can expect us to: <ul style="list-style-type: none">• Remind you about appropriate behaviour.• You will lose 5 minutes of your break/lunch time.• You will be expected to finish work if not completed.
Stage 2	If you choose to: <ul style="list-style-type: none">• Continue any stage 1 behaviour.• Damage property.• Use equipment in a dangerous way.• Refuse to do as you are told or ignore any adult.• Refuse to attempt a piece of work.• Take property which does not belong to you.	You can expect us to: <ul style="list-style-type: none">• Give you a formal warning about your behaviour.• You will lose 10 minutes of your break• Letter of apology written at school.
Stage 3	If you choose to: <ul style="list-style-type: none">• Ignore Stage 2 warnings.• Be physically aggressive towards another child or adult.• Spit.• Steal.• Bully another person.• Argue rudely or aggressively with any adult.• Deliberately damage property.• Swear or use offensive language.	You can expect us to: <ul style="list-style-type: none">• Speak to your parents about your behaviour.• Send you out of the class to work in another classroom.• Lose up to 30 mins lunch• Report the incident to a Senior member of staff, i.e. Mrs Lilley, Mrs Jessop (Senior Teacher) or Mrs Wickens (Headteacher). Record on CPOMS• Letter of apology written at home and signed by parents to be brought into school the next day.• Lose the privilege of attending clubs.• Any of these incidents may result in a one day exclusion from school (at the discretion of the Headteacher) depending on the nature and context of the incident.
Stage 4	If you choose to: <ul style="list-style-type: none">• Carry on with Stage 3 behaviour.• Deliberately hurt someone seriously.	You can expect us to: <ul style="list-style-type: none">• Contact your parents immediately.• Internal exclusion in another classroom.

	<ul style="list-style-type: none"> • Deliberately cause damage to property. • Behave in a way, which is dangerous to yourself or others. 	
Stage 5	<p>If you choose to:</p> <ul style="list-style-type: none"> • Carry on with Stage 4 behaviour, this may result in permanent exclusion. • If you commit a serious one off incident this may result in permanent exclusion. 	<p>Depending on the nature of the incident:</p> <ul style="list-style-type: none"> • You may receive an external exclusion. • You may be excluded for up to 5 days.

6.3 All staff will have Hertfordshire Step On’ training. This is a therapeutic approach to behaviour managements, with an emphasis on consistency, on teaching internal discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

6.4 Recording incidents

Staff should write all **Stage 3 and higher** behaviour incidents on the school’s CPOMS system (to include Bullying, Racist and e-Safety Incidents). A record will be maintained for any children missing ‘Blue Sky Play-Time’ and parents will be informed should a child’s name regularly appear.

6.5 Responding to serious incidents

Parents/carers are involved at **Stage 3** and/or if there appears to be a repeated or persistent disciplinary problem or sometimes a one off serious incident. In such cases the parents/carers will meet with the staff concerned and the head teacher and/or Inclusion/SEND Coordinator to discuss the way forward, all parties (parents/carers, staff and head) will then meet with the pupil to explain what will happen next. This way, the pupil understands that the adults are united in their approach.

It may be necessary to seek advice and help from outside agencies, establish an individual Behaviour Support Plan and/or set up a home–school diary.

7. Exclusion

Pupils who persistently misbehave – or who do something extremely serious or dangerous – may be given a fixed-term exclusion and ultimately permanent exclusion. Exclusion is not taken lightly and the school will endeavour to help the child and her/his family as much as possible.

8. BULLYING

Please refer to our *Anti-Bullying Policy*.

9. POLICY REVIEW

This policy will be reviewed every 2 years and/or in accordance with national and/or local changes to the primary school curriculum, so that it represents the ethos, values, priorities and practice of Great Gaddesden C.E.(VA) Primary School.

The review process will be led by the head teacher. The policy may be discussed by members of the relevant Governing Body sub-committee as required.